

# THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.

FEB 19 1898  
U.S. BUREAU OF EDUCATION

VOLUME LVI, No. 2.  
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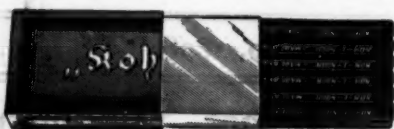


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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LVI.

For the Week Ending February 19.

No. 8

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions must be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

## A Few Reasons for Manual Training.

The reasons why manual training is made a part of elementary education, are four-fold: 1, those based on historic development; 2, those built on the history of pedagogy; 3, those arising from pedagogic necessity so to speak; 4, economic reasons.

1. The individual in his development repeats the process the human race has followed. The means by which humanity educated itself and progressed to civilization has been *work*. We measure the condition of races by the work they did; it was not by thinking about the structure of wood, stone, iron, that their properties were known. Having seen the mode by which means has been developed during many centuries we follow it in developing the individual.

2. For several centuries the system of education was founded on books. Pestalozzi headed the revolt against verbalism; he demanded that children should be educated through observation and intuition. Froebel, a pupil of Pestalozzi, worked out the great discovery for young children. Manual training is a development of Pestalozzi's idea for older pupils. The change that has been wrought in education is really marvelous; it may be witnessed in medicine, theology, law, philology, geography, mathematics, modern languages, physics, and pedagogics; in all these productive work is demanded; there must be *doing* in each and all of these.

3. It is now seen, after manual training has been somewhat incorporated with the system of instruction, that it somehow promotes the purposes of general education.

a. Physical development is furthered by it, because it requires the body to perform all kinds of movements. Purely mental instruction exercises the central portion of the brain; manual training exercises the organs of sense, bringing the eye muscles, the sense of feeling, into activity, thus keeping up an equilibrium between body and mind. It has been seen for a long time that our present system was one-sided, and that it is necessary to cultivate the senses as well as give pure mental culture.

b. Manual training, as its name shows, trains the hand; and this is most important, since the greater

part of mankind live by their hands; it is probable that ninety per cent. of all the children in the schools will earn their living by their hands. The productive power of many who were so-called "good scholars" in their schools is small, for want of an understanding of how to employ their mental attainments.

c. There were many who admitted the value of object lessons, and were disappointed at the results. Now manual training cultivates observation for a needful end; the pupil practically learns what *pliability* is; by the object lesson he too often learned only the word. The pupil who uses tools cannot but observe; he cannot proceed unless he does use them. Object lessons were seen to be necessary to carry out the ideas of the Pestalozzian pedagogy.

Manual training will be seen to be an improved kind of object lessons, where the object is molded, changed, often put into useful and beautiful forms.

d. Manual training cultivates the taste, as just alluded to.

e. It has, in many cases, a powerful influence on the intellectual life in making what is only dimly known, clear and exact; this is especially the case in physics.

f. Manual training trains the will, a very important result to be aimed at in the education of the young. Indeed in the guidance of the impulse to do, and in the training of the will, lies the chief value of manual training. In drawing a plan for a box, for example, in planing and sawing the boards, in bringing the parts exactly together, one act of volition must follow another for a considerable time, and thus determination and tenacity of purpose are cultivated. It must be borne in mind that there is an inborn desire to do; by manual training there is a power of doing acquired, then comes a love for doing and creating: thus energy is developed, the pupil becomes a man of action.

4. It became apparent to those who studied the exhibitions of Art and Manufactures at Vienna, 1873, Philadelphia, 1876, that the students who came to the technical schools were not adequately prepared. It was apparent that there was an absolute necessity for an acquirement of manual dexterity before the technical school was reached. The apprentice system had passed away; intellectual education had been extraordinarily developed; a gap between power to know and power to do, existed. The French were the first to act upon this; in 1882 they made manual training compulsory upon all public schools. M. Ferry says; "The prominent characteristic of manual training is that it is not a mere technical instruction for a definite trade or profession, it is a training in manual dexterity without specialization to any particular craft."

## The Literary Obligation of the Teacher of English.

By Frederick William Coburn, New York.

If the results of composition work in the secondary schools are unsatisfactory, the non-professional character of the teaching may probably be assigned as one of the chief causes. A person chosen to teach music is ordinarily supposed to be able to play and sing better than a mere amateur. A teacher of drawing, who gave up all his spare time to admiration of the work of other men, never himself essaying to make pictures, would not be on the road to greatest success. The best results in imparting the principles of any art are obtained by the man who is himself master of the art. The mere critic, whatever the sweep of his mental horizon, cannot teach action so effectively as can the man of action.

The application of the generalization to English composition is easy. In the majority of our schools composition is taught by amateurs—professional teachers, if you like, but amateur literary craftsmen. Somebody has remarked that in the traditional American college the professor of English was invariably a gentleman who had never written ten lines that any one would read twice. The modern university has got away from that; its English department is apt to be a hotbed of literary production. The idea, however, is only now beginning to make itself felt in the lower schools, that the teacher to make pupils write is a person who writes.

The success of the English department at Harvard ought to be a constant inspiration to every secondary school in the country. Every freshman there comes to feel that he is in the hands of professionals, of men whose business in life is to write. They give him the benefit of the experience that has led to their advancement. Whether or not he is to make literature his profession matters little; he is given an insight into the workings of a great trade. Composition becomes to him a serious art; in the preparatory school it was, according to his temperament, a grind or an amusement.

Young boys, as well as college students, love the professional flavor. The fact that their teacher writes, and gets paid for it, inspires confidence in him, and in his precepts. The spirit of emulation is aroused. These linguistic quibbles about *shall and will*, the *cleft infinitive*, and the rest no longer seem small; they represent part of the literary equipment of the young writer who would get into print.

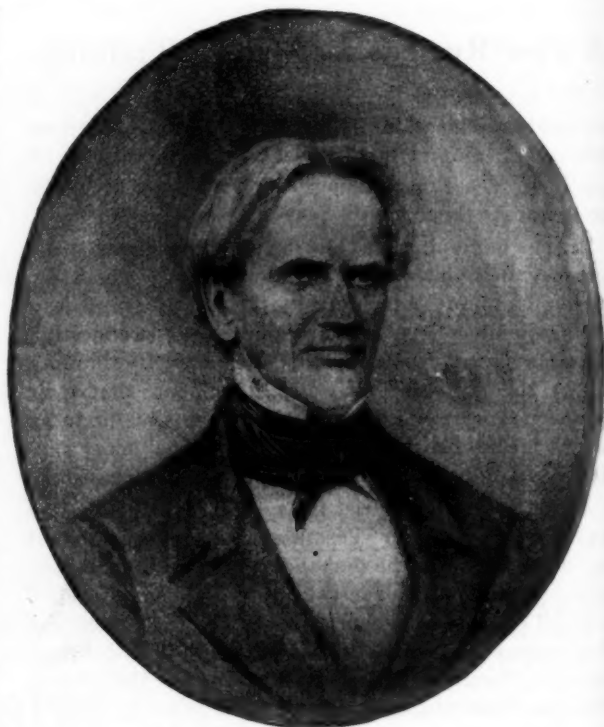
This consideration alone, that of the outward respect in which he is held, ought to keep the teacher of English at work. Far more important, however, than the attitude of the community without is the effect upon the man within, of an art seriously pursued. It is the struggle to express that avails. Only by the teacher who is himself at constant warfare with his medium, constantly forcing it to follow his dictation, can most ready help be given to the struggling student. If one builds up to one's self a consistent theory of style; if one learns actually to draw in language; if one learns to take one's art very seriously, one's self a little less so, then there is a certainty that one will be taken with a little seriousness by the young people at school.

## New Books:

PEDAGOGICAL AND PSYCHOLOGICAL.

Horace Mann.

Every educator will be interested in the times of Horace Mann. A volume from the press, by B. A. Hinsdale, of Michigan university, portrays them with remarkable fidelity. Horace Mann was the St. Paul of Pestalozzianism; his preaching was followed by a revival that has not stayed its course even now, and bids fair to continue for many years. His birthplace was Franklin, Mass., and his birthday May 4, 1796; he was graduated from Brown university, in 1819; was elected to the house of representatives in 1827, and to the senate in 1833; while here a law was passed creating a state board of education, and he was one of its members and chosen as its secretary.



Horace Mann.

Up to this time it cannot be shown that Horace Mann had any special interest in education or special fitness to arouse public interest in the neglected schools. But it is a curious fact that when one selects (or has selected for him) some field of labor in life, if he is a conscientious and industrious man, he will fit himself for that post, and produce oftentimes unlooked for results. This was the case with the new secretary. It was a surprise to many educators, for Mr. Mann was by no means looked upon as the prominent figure; there were S. R. Hall, J. G. Carter, William Russell, W. C. Woodbridge (both these editors of educational papers), George B. Emerson, and the American Institute of Instruction, composed of very earnest teachers.

The great qualification Mr. Mann brought to the new office, was his interest in benefiting humanity. It has been said in these pages many times that no man



ever accomplished great things who took an educational post for the salary paid. Mr. Mann says that those who spoke to him about his appointment asked about the salary he was to get; they did not recognize the usefulness of the office; this last was what Mr. Mann considered, and we may be sure such a man would be heard from. And this, we who look backward can see was the case.

We have said that Mr. Mann had no special fitness for his new position; he was a lawyer. But he was of the same material as Pestalozzi; his feelings and hopes were for others, and this is the highest educational qualification, standing far above a knowledge of subjects. But his lawyer's training told him he needed to read books on education; he began with "Necessity of Popular Education," by Simpson, and "Practical Education," by Edgeworth. Prepared to speak he began to address the people, and thus the great educational revival was begun. For twelve years Mr. Mann labored unflinchingly.

Mr. Mann recognized that a special publication was necessary, and issued the "Common School Journal." He had the experience all who issue such publications encounter—the teachers did not care to read it; but it was subscribed for by men who were not teachers, and they put it into the hands of teachers, and thus there was a diffusion of knowledge.

Mr. Mann encountered an opposition of which he little dreamed. In 1840 the legislative committee on education recommended the abolition of the board of education, and of the normal schools! But they got only 182 votes to 245 on the other side. It may seem impossible, but so it was, that Protestant clergymen opposed the board—this is worth bearing in mind, because it has been claimed that only Protestants have been in favor of public education.

Mr. Mann traversed the state, investigated and made reports to the legislature; these reports present him to posterity as statesman; they aim to show the practical benefits of a common school education to the state and the individual. They argue the matter with force and clearness; the reasoning was too cogent not to be effective.

Mr. Mann visited Europe, and in his seventh annual report describes his visit, but we find only the briefest mention of this in the volume before us. While he had been in office for some years before the visit, still his practical knowledge of what the school might be, was gained from the inspection made of European schools.

As is well known, Mr. Mann was sent to Congress in 1848, and this, all agree, was a mistake; he was not a politician. This took him out of the ranks of educators. In 1853 he was appointed the president of Antioch college, a post he held for six years; it was during this period the writer knew him. It was a period of continual sadness for him and all who saw the unyielding obstacles that beset him. More than obstacles was the fact he was out of his sphere; he was in most ways unfitted for the post. His death occurred Aug. 2, 1859.

(The volume referred to is published by Charles Scribner's Sons, New York. Price, \$1.00.)

### Child Study and School Training.

Every teacher will want a copy of Dr. Warner's recent work on "The Study of Children and Their School Training" (pp. 264) for constant reference and studious use in trying to determine the actual condition and energies of each pupil as being fit or unfit for school work. This work is the successor of the author's preceding volumes on "The Children: How to Study Them," and "The Growth and Means of Training the Mental Faculty," and contains the most complete statements of the results of his examination of 100,000 children in England.

This book is practical. Teachers and parents are told what to do and what to look for. The significant signs of brain action are carefully noted, as evinced in the construction and growth of the child's body and typified in the various forms and means of expression, as the posture of trunk, hands and head. The defects of growth and malnutrition are described in detail, with such lucidity that professional or technical training are not necessary for one to get the full value of the book's directions.

These are some of the topics treated: The Body of the Child; Its Construction and Growth; The Brain; Its Development and Evolution; Observing the Child; What to Look at and What to Look for; Principles of the Methods of Observing and Describing Children; Points for Observation, Indicating Faults in Body or Brain-Action, or a Status Below the Normal; Examination of Mental Ability and the Faults that may be Observed; Types of Childhood, and Groups of Children Below the Normal; Adolescence; The Care of Children and Their Training; Hygiene and Health Management During School Life. In treating thus thoroughly, the general conditions of health as underlying the successes of school work and child growth, Dr. Warner has done an inestimable service to this generation. Especially suggestive, also, are the propositions concerning childhood in the last chapter, in which the author attempts to make fair and safe generalizations respecting the relations of physical defects and dullness. The statistical tables, illustrations and sample "blanks," or "outlines," for studying individual children greatly improve the volume, which is a handy and excellent product of bookmaking. (Macmillan Co., New York. \$1.00.)

E. F. B.

### Dodd's Sister.

"The Evolution of Dodd's Sister," by Charlotte W. Eastman, has an unfortunate title. It need not rest its claims for thoughtful reading by teachers upon the reputation of Wm. Hawley Smith's well-known book. We are glad to believe that the girl described in this book is not the typical product of the public schools; but it must be confessed that her story brings forcibly to mind the fact that the teacher too often fails utterly to understand the needs of developing womanhood; fails to get any insight into the emotional nature of her pupils—to learn what they think, how they feel, what ideals and ambitions they have—and failing these, she does not know how to help them or how to influence them. Happily, the child-study movement, is leading us to a fuller appreciation of what the duty of the teacher is in these matters. This book will serve a useful purpose if it lead teachers and mothers to realize that in the scheme of education the moral and the physical side are of vital importance, and that they must learn the child's inner thoughts and feelings, if they would guide her wisely. (Rand-McNally Co., Chicago and New York.)

E. C. S.

THE JOURNAL next week will contain extracts and digests of the leading educational articles published in the current periodicals of this country and abroad. As was announced last month this will be a special feature of THE JOURNAL during the present year.

## Lessons on Sugar.

### I. Plants Producing Sugar.

#### 1. THE SUGAR-CANE.

By Clarabel Gilman, Illinois.



**TALL** plant, often fifteen to twenty feet high. Stem, slender, solid, of many joints, with large, juicy pith. Leaves, long, grasslike, pointed. Seldom blossoms in cultivation. When it springs up spontaneously, as on Pacific islands, it blossoms. Flowers in pyramid-shaped cluster, called a panicle, from  $1\frac{1}{2}$  to  $2\frac{1}{2}$  feet long, surrounded by very long, silky hairs. Each flower perfect, with three stamens and one pistil, with two large stigmas. Like wheat and corn, it belongs to grass family.



Fig. 1.—Sugar-cane, showing flower-cluster in bloom. (After Bentley and Trimen.)

Sugar-cane is grown from cuttings. After soil is prepared, pieces of cane about two feet long are planted in furrows made by a plow. Young canes grow from buds at nodes of these pieces. Stubble left after stalks are harvested will send up



Fig. 2.—Sugar Beet, the variety most widely cultivated. (From Bulletin No. 52, U. S. Dept. of Agriculture.)

fresh shoots the second year, and often the third or fourth year, without re-planting. In hot countries, this old stubble will yield a crop for ten or fifteen years, or even sometimes for

\*Foods and Food Plants (VII). Copyright, 1897, by Clarabel Gilman.

forty years; but in this country it is best to re-plant every second or third year.

#### 2 THE SUGAR BEET.

Originally the same as common garden beet. A low plant (Fig. 2), with long and thick conical root, that strikes down deep into soil. Leaves from very short stem close to ground, nearly oblong, with wavy margins, on long petioles. First year thick tap-root is formed; if beet is planted out the second year, sugar and other nourishment stored up in are used to send up leaves and flowers, and ripen seed. Flowers, small, greenish, spiked. Beet, a near relative of pigweed, belongs to same family.

#### 3. THE SUGAR MAPLE

A tall, beautiful tree. Leaves, broad, with three to five tapering lobes. Known from silver and red maples by having no small teeth on lobes. Blossoms later, also. Flowers in delicate tassels, on long slender stems. Fruit, a double key, over an inch long, with wings curving toward each other; hangs on branches till winter. In winter, slender, red-brown twigs, half veiled in gray, are very pretty. Winter buds, pointed, covered with a number of purplish, somewhat downy scales.



Fig. 3.—Leaf and Fruit of Sugar Maple, reduced one-half.

Maples begin to be profitable for sugar when thirty to forty years old. Not tallest trees, but those with dense spread of branches, furnish sweetest sap, and in largest quantity. Woodpeckers find sweetest trees, and tap them with many holes, in order to drink sap, which flows out over trunks, and stains them almost black.

Sugar is formed in the green cells of plants as food for growing tissues, and when more is manufactured than is needed for growth, a portion is stored in some part of the plants. Thus, sugar is found in the stalks of sugar-cane, green Indian corn, and sorghum; it is stored up in the roots of the beet; and it is dissolved in the sap of the sugar maple and the sugar palm.

Palm-tree sugar, once an article of commerce, is still produced in India. The trees are tapped as for maple sugar, and the sap obtained is boiled down to a thick sirup, sometimes called date-tree honey. Part of the sirup may be dried in the sun till it forms hard cakes. About 100,000 tons of palm sugar are made in India every year.

Although there is sugar in sorghum and cornstalks, the process of obtaining it is too expensive and difficult to be profitable.

In cultivation sugar-cane is cut when about to flower, and under this treatment for centuries the plants have lost the habit of blossoming, and die out when left to themselves.

## II. Process of Making Sugar.

#### 1. FROM SUGAR-CANE.

Canes are crushed between iron rollers; juice is treated with cream of lime to neutralize acids, and brought to boiling point. Some of the impurities are removed as scum; others are deposited as sediment after juice has stood for some time. Clear juice is evaporated to sirup in large pans in a partial vacuum. Sirup is boiled till sugar crystallizes, then sugar is separated from molasses in centrifugal machines. After molasses is boiled a second, or even a third, time for its sugar, it is sold for use in cooking or the manufacture of rum.

Old process of crushing canes is now giving place to diffusion process, used in manufacture of sugar from beets. By



this process canes cut into very thin cross sections are put in tanks, in which sugar is wholly dissolved out by hot water made to circulate through them. It is then crystallized as before.

At refinery, raw sugar is made into sirup with warm water. Sirup is filtered, then bleached by passing it over bone-black. It is now nearly white, and is boiled till sugar crystallizes. Crystals are dried in centrifugal machines. Loaf sugar is made by molding crystals into cubes while still moist; powdered sugar, by grinding dry crystals to powder. Common granulated sugar consists of hard crystals dried in a revolving drum, heated by steam.

#### 2. FROM SUGAR BEET.

Manufacture of beet sugar more difficult. Not easy to extract juices of beet, which contain large quantities of mineral matters. Beet molasses cannot be used because of these minerals, which give it a bitter, disagreeable taste. Expensive machinery and skilled supervision absolutely necessary to make sugar from beets with profit. Diffusion process, briefly described above, generally employed in making this sugar, which is then refined into cane-sugar.

#### 3. FROM SUGAR MAPLE.

Maple sugar season begins when sap first flows in early spring. In Vermont this is in March and April. Trees are tapped on side toward south by boring a hole one inch in diameter in the trunk at height of from two to four feet. In best orchards, a metallic spout is fitted to the hole, and from this a pail is hung to catch the sap. Sap is poured from pails into iron pans five feet long, resting on brick arches over a fire. As it is boiled in these pans, all the scum must be removed, in order that sugar and sirup may keep well. When thick sirup begins to "grain," sugar is forming. To make granular sugar, hot crystals are stirred briskly while cooling. For market, sugar is usually poured into molds while hot.

Maple sap is almost pure sugar and water with certain flavoring substances, that give it the peculiar, delicious taste. So often adulterated for sale that it is difficult to ascertain how much is made yearly, but 5,000 tons are said to have been used in 1896. Maple sugar can be had only in North America. An attempt once made to produce it in Europe was unsuccessful. It brings twice the price of cane sugar. Four gallons of sap will yield one pound of sugar. Some trees will furnish twenty pounds of sugar; but the average is only three pounds to a tree. Maple sugar is never refined, as that would destroy its delicious flavor.

### III. History and Early Use.

Up to the fifteenth century honey was used in Europe as sugar is now. The sugar-cane probably came from India. It was brought to southern Europe by Arabs and Moors, and was cultivated in the south of Spain. Returning Crusaders brought it as a new medicine to western Europe. It was probably first refined at Venice, by melting in water and re-crystallizing over open fires, repeating the process two or three times.

On his second voyage, Columbus carried sugar-cane from the Canary islands to San Domingo, whence it was soon taken to Cuba and Mexico. From Madeira it was brought to Brazil. After 100 years America produced enough sugar to supply all Europe. At that time sugar was manufactured by the rudest processes. The canes were crushed by primitive machinery, and clay and lime were used to purify the juices, which were boiled in kettles over an open fire. Raw, brown sugar was thus made, which was refined by melting and re-crystallizing.

Sugar was first made in Louisiana 100 years ago.

The sugar beet was a native of Burgundy, from which it spread through Germany, but was used only as food for cattle. In 1747 a Berlin scientist discovered that sugar could be made from it. Crystallized sugar was first made in large quantity from beets at Berlin, in 1798. Napoleon soon after compelled the French to make beet sugar, and gave government aid to the new industry. England has never taken it up extensively, for the reason that her tropical colonies raise large quantities of sugar-cane. Attempts to make beet sugar in the United States had been unsuccessful till within the last ten or twelve years. In February, 1897, there were seven beet sugar factories in operation in this country—three in Califor-

nia, two in Nebraska, one in New Mexico, and one in Utah—and four more were either building or proposed.

Sugar juices were first boiled down, and doubtless sugar was first made in India, where men had before chewed the canes or drunk the raw juices. Pliny called Indian sugar "a honey from canes." In the twelfth century the French began to use sugar for cakes and preserves.

Maple-sugar making was learned from the Indians. In 1685 the Royal Society of Great Britain published "An account of a sort of sugar made of the juice of the maple in Canada" in which it is said, "The savages here have practiced this art longer than any now living among them can remember."

### IV. Production and Consumption To-Day.

#### 1. SUGAR-CANE.

Raised in nearly all tropical countries. Heaviest producers are East and West India islands, Java, Philippine islands, Queensland, Hawaiian islands, British Guiana, Brazil, and Argentina.

Three years ago Cuba had a sugar crop of 1,000,000 tons. In 1896-'97 it had fallen on account of Cuban war to 100,000 tons. Increased production of beet sugar has supplied the deficiency.

Two million tons of sugar are consumed in the U. S. in a year, an average of sixty-two pounds to every man, woman, and child. Of this, Louisiana produces from 250,000 to 300,000 tons.

#### 2. SUGAR BEET.

Succeeds best in north temperate countries. Immense quantities are produced in Continental Europe, Germany leading with 1,800,000 tons in 1896-'97. Sugar beet is considered a most promising crop for irrigated lands of western and southwestern United States. It will probably be largely raised there in the near future.

Total sugar crop of the world in 1896-'97 was 7,700,000 tons, of which a little more than one-third was cane sugar, and the rest, beet sugar.

Originally the sugar-cane had only from 2 to 4 per cent. of sugar, now it averages 16 per cent. in Hawaii. At first the sugar beet had from 4 to 6 per cent. of sugar, now 13 to 15 per cent. is the average, and sometimes it contains from 15 to 19 per cent. It has taken the place of cane-sugar in Europe.

In California, with its warm winter climate, conditions are almost ideal for the sugar beet. A recent cable despatch tells that a syndicate has purchased 150,000 acres in the Sacramento valley, and will erect three immense beet sugar factories at once.

In 1895 less than a dozen sugar refineries were in operation in this country, but they supplied us with nearly 2,000,000 tons of sugar.

### V. Sugar as Food.

Refined sugar is almost chemically pure, and is thought to be completely digested. It is burned as fuel in the body, and furnishes heat and strength of muscle, or is transformed into fat.

Children need much bodily fuel, and their craving for sweets is a perfectly natural want, which should be gratified to a reasonable extent. But the practice of eating candy at all hours, now so common, should never be allowed.

Americans eat too much starch, fat, and sugar; much more than Europeans.

The uses of sugar in cooking are too numerous and well-known to require mention. Beet sugar is just as sweet as cane sugar, but differs from it in some other ways. When an air-tight package of each kind is opened, that of beet sugar has a disagreeable odor, but the cane sugar gives off a pleasant, aromatic fragrance. Raw beet sugar cannot be used for the table, as cane sugar often is, and beet molasses is unheard of in cooking.

### Comets in 1898.

The Pons Winnecke comet will be the first of the year, appearing in April, after an absence of over five years. The celebrated Encke comet is due in May. From the frequent recurrence of this comet—every three years—astronomers have learned a great deal about the nature and wanderings of comets in general. Swift's and Wolf's comets appear in June, and Temple's in September. November is the regular time for Biela's comet, but this comet began to divide in 1846, and in 1852, when it was last seen, 1,250,000 miles separated its parts. However, in the latter part of November, the heavens will be filled with showers of meteors, associated with the orbit of the lost comet.

## Lessons in Civics.

These lessons were given in a village of 600 inhabitants. They were started by some questions of the older pupils in the Fourth Reader class. The teacher had a period of ten minutes marked "General" on his program; he took this period for four weeks for lessons in civics, some days using the whole period, some days using only two minutes. Generally the exercise began with a question like this: "What was the question left over yesterday?" If he found no one remembered it he did not tell them, not he; he was not so unpedagogical as that; nor did he scold them and charge them with lacking interest. He would take up something else they were interested in. But he so managed it that they were ready when the question was asked.

The lessons consisted mainly of a series of questions. If they could not be answered, sometimes a committee would be appointed to obtain information and report. The next day the teacher would ask, Is the committee on — ready to report? If they were (and he took pains to find out beforehand) one of them came forward and stated the question and gave the answer; sometimes this is in writing. The idea of the teacher was to set them to observing and inquiring.

### QUESTIONS.

1. Does anyone know of a person that has been elected to an office? (Mr. John Handy was elected a constable.) For how long? What does he do? Does he get his living by being a constable? Can he go into the next township and act as constable there? Or in the next county? What wages does he get? Who tells him to act? Can he act without authority?

These questions were entered in their blank-books by the older pupils, taken home, and information obtained. They discussed for an entire week; several other questions came up, so that at the end they had a pretty good idea of the office of constable.

2. Does any one know of another officer that is elected besides the constable? (Captain James Barnes is justice of the peace.)

Are there any other justices besides Captain Barnes? Who are they? For how long are they elected? What does a justice do? Does he make a living by being a justice? Does he get any pay? How much? Who pays him? How often are justices elected? Do they hold a court? Where? How often? Why are certain men selected? At what time are justices and constables elected? What connection between a justice and a constable?

3. Who has attended a justice's court? Can all kinds of matters be brought before such a court? Can a man be tried for murder in such a court? Or for forgery? Can a claim for \$1,000 be tried in such a court? How is a trial begun? Who issues the summons to attend the trial? Who has seen a summons? (A blank can be easily obtained and examined.) Who serves the summons? Is the constable paid for serving this? What is the man termed who begins a suit before a court? What is the man termed against whom he proceeds?

4. Are juries employed in all cases in justices' courts? How many men on a jury? (Twelve, usually; in some states six are allowed.) Who gets the jurymen? Are they paid? Can any man be on a jury? Do they judge all matters that come up in the case? (Only the matters of fact.) Who gives the decision the justice or the jury? How are facts brought before the court? (By witnesses.) How are witnesses made to come? What do they do before testifying? (Take an oath.)

5. Are there other officers elected besides the constable and the justices? (In some townships the term "supervisor" is employed; in others that of "trustee;" the former term is more common.) For how long is a supervisor elected? Who is supervisor now? What is the business of the supervisor? How many in this county? Do they hold meetings? Where? How often? Who takes care of the jail? Of the poor? What pay does a supervisor get?

6. Is there another officer besides the constable, justice, and supervisor? (Town clerk.) What is his business? Who is town clerk? For how long is he elected? Who has seen his name on a paper? Who has transacted any business with a town clerk?

7. Any other officer? (Assessor.) What does he do? For how long elected? Who is assessor? Who knows for how much his father's property is assessed? What is the paper called on which

the names of people and the value of their property is placed? (Tax roll.) Can any one object to the value put on his property? What is "real" property? What is "personal" property?

8. Why is property valued by an assessor? (To have a tax-gatherer.)

9. Who collects the tax? (The collector.) Who is collector? When elected? As he handles considerable money how do the people know it will be safe in his hands? (He gives a bond.) What is a bond? Who are bondsmen for the present collector? What is the tax rate this year? How much money will the collector get in? What is done with this money?

10. Any other officer? (Roadmaster.) Who is roadmaster? When elected? For how long? What are his duties? Is he paid for his services? Who keep up the roads? Is it desirable to have good roads? Why?

11. Any other officers? (School trustees.) How many? Their names? For how long elected? Are they paid for their services? Why do they act if not paid? What are their duties? How do they get the money they expend? Who can be appointed as teacher? Where does the teacher get his certificate of fitness? How many kinds of certificates? (It will be well for the teacher to exhibit his certificate.) For how long is a school to be kept? How much money comes from the state? (The amounts vary in the states and come from different sources; the teacher can ascertain the amounts and sources for the preceding year and give them to the pupils.)

12. Any other officer? (Member of the legislature.) Who is he? When elected? For how long? Where does he transact his business? How often does the legislature meet? What does it do? What pay does he get? What title is given him? Is he a town officer? (Of the state. It will of course not be proper to discuss this officer unless he lives in the town.) How many legislators or law-makers do we have in the state? How many in this county?

13. How many townships in this county? What are their names? (Here a map of the county should be made on a sheet of manilla paper, 3 x 3 feet, and kept suspended before the school; the townships should be marked and the names printed neatly; these names should be learned.) How many school districts in this town? (In some townships there are no districts; if so, ask for the number of schools.) How many children of school age in the town? What is the school age? How many children enrolled in the schools? How rich is this township? (This will be found on the tax-roll.)

14. Are there any other officials? (Postmasters.) How many? Who appoints them? Are they town, county, state, or United States officers? Are they elected to office?

15. Who makes the laws? Where are the laws to be found? (A book of statutes can be borrowed of a justice of the peace or a lawyer.) Name some laws. What is done if a man breaks a law? How are infractions of law punished? (Fines, imprisonment, and killing; in some states the last is not employed.) Who has seen a jail?

16. Besides taking care of law breakers, what other persons does the law provide for? (Children, insane, and the poor.) What does the law do for the children? What for the insane? What for the poor?

17. What kind of government is that in which the people elect the officers to attend to the needed business of a community? (A republic.) Is this a good kind of government? (Depends on whether good men are elected.) Why are not good men always elected? (The best men are usually too busy to take office; those who want the offices manage to get nominated.) How many parties? What are their names? Are parties necessary? (It seems so; in debating societies, churches, etc., two parties exist.) Should all citizens not take an interest in all elections?

**THE JOURNAL will give within the next two weeks full reports of the Kindergarten Union at Philadelphia and the meetings of the Department of Superintendence at Chattanooga.**



## Vertical Writing. IV.

By E. W. Cavins, Normal University, Ill.

Authorities on penmanship are agreed that good movement is of first importance in learning to write. Writing must, of course, be legible, but it is not good writing unless written with ease and rapidity.

Let muscular movement, rather than finger movement, be made the basis of the work, and approach form from the movement side.

In a previous article of this series I have described muscular movement and given emphasis to what seems to me most important in learning it. Yet, from experience in the class-room, I find myself unable sufficiently to emphasize some points. Hence, I ask you to review with me briefly some of the essential features of movement practice.

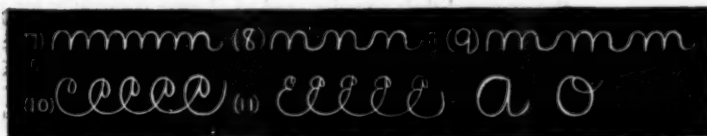
The basis of a good movement is the muscle of the forearm forward of the elbow. At least two-thirds of this muscle should be on the desk. It is pliable, and allows sufficient movement without sliding about on the desk to reach the scope of ordinary capitals.

The hand should glide on the tips of the third and fourth fingers, and the wrist should be kept up from the paper or the desk.

Movement should not be labored and slow, but free and rapid. Get a general idea of suitable speed by recurring to directions already given: "In writing the traced oval, tracing six or more times, make from 20 to 30 ovals, from 120 to 180 revolutions, per minute. Of the small u and m exercises, write from four to six lines per minute. Write about twenty words of four letters each, or fifteen words of six letters each per minute. This requires lively movement, yet a rapid penman can write twice the number.

Movement should be, not only rapid, but regular, and under control. To secure control requires much careful practice. In learning to write, as in aught else, the law of compensation holds: We must earn what we get.

I now ask your attention to a very important group of the small letters, which you may see in script on page 720 of *The School Journal* of December 25, group 2 of figure one. The letters of the group are n, m, v, x, y, z, p, and h. Each letter contains an element common to all the others—the left curve, turn at top and straight line down, is repeated eleven times in this group. This element should be the central aim of a great deal of practice on exercises 7, 8, and 9; also on small words containing m or n.



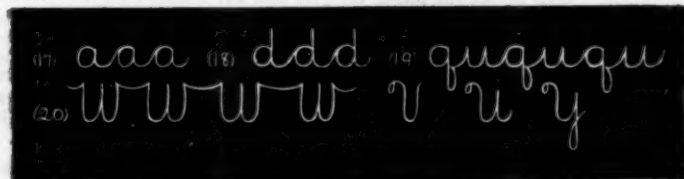
In Ex. 7 try to accomplish, next after free movement, three results:

1. Vertical downward strokes. 2. Broad, even turns at the top. 3. Uniform spacing.

If one point is taken up at a time, efforts will be more effectual. Write groups of the exercise of such length that four will fill a line of foolscap. Write not less than four or five lines per minute.

Exercises 8 and 9 present an additional difficulty—that of connecting the letters with a compound curve. To accomplish this, make each letter quickly, but slow up the movement in the last downward stroke on coming to the curve. The three parts of m should be similar.

Write three letters in a group, five groups of n's, or four of m's to a line, and three or four lines per minute.



In four letters, a, d, g, and q, is found the oval of a; in four off, and

others, j, y, g, and z, is found the lower loop, but g contains them both. It may be regarded as a typical letter. To master it, first learn a, then j, and afterward combine them.

Notice that the a is almost a circle but for one straight side. One characteristic of vertical writing is broad letters. The general tendency seems to be to make a too narrow; hence, beginning at the upper right hand, move far enough to the left to insure proper width of letter. Close the oval neatly at the top. Write the a's almost as large as capitals at first, singly and in groups of three (Ex. 17). Extend and contract the fingers to make the stem of d, thus using combined movement. Drill on Ex. 19, combining u with q, since we seldom or never have occasion to follow q with any other letter.

When a, d, g, q, o, or c is the first letter of a word, the initial stroke is usually omitted.

The last three capitals in the copy above present a difficulty that should have special attention. To get the first and main downward stroke vertical with an even curvature at top and bottom is not easy. You have doubtless observed it as a common fault to write an angle, instead of a broad turn, at the bottom of the downward stroke. Slowing up the movement just before coming to the turn will produce better results.

When W is written alone or at the first of a word, I think the style of the first part of V, U, and Y more appropriate.

## Simple Experiments in Physics.

(For Pupils of Grammar Grades.)

By M. Bamberger, New Jersey.

## MAGNETISM.

1. Experiment: (A bar magnet, a piece of common iron, iron filings.)

Lay the magnet in the iron filings; then hold it up. Do the same with the iron.

Observation: The iron filings adhere to the magnet; they do not to the iron.

- b. Strew iron filings on a sheet of paper, and hold the magnet under the paper.

Observation: The filings move, showing that the magnetic power works, even through other bodies.

2. Experiment: (Magnet, knife, iron filings, steel pen, key.)

- a. Dip the knife in the iron filings.

Observation: No iron filings adhere to it.

- b. Now stroke the knife with the magnet, being careful always to stroke in the same direction. Then dip it again in the filings.

Observation: On taking up the knife, it is evident that its point has become magnetized; the back, however, remains unchanged. The knife is now itself a magnet, so that we recognize that magnetism can be transferred from a loadstone without its losing its own power. It is noteworthy, however, that the back of the knife attracts no filings; it is not magnetic.

- c. Now rub the steel pen and the key with the magnet; and dip both in the iron filings.

Observation: The pen has become magnetized, and the key not. The steel pen and the edge of the knife are made of steel; the key and the back of the knife, of forged iron. Thus we learn that steel can be magnetized, by rubbing with a magnet; but wrought iron cannot. Thus there are natural and artificial magnets.

- d. Hang the key on the magnet, and touch it to the iron filings.

Observation: The key has now become magnetized.

- e. Now take the key quietly away.

Observation: The filings fall off.

The wrought iron is thus magnetic only when in contact with the magnet, while steel is permanently magnetized.

3. Experiment: Take a steel knitting-needle, and, after showing that it is not magnetic, by dropping it into filings, make it so, by rubbing with the magnet. Be careful to touch the needle always on the same spot with the magnet, draw it over, take it move it back high over the needle. After it is

stroked in this way from ten to twenty times, according to the strength of the magnet, lay it in iron filings, and completely cover it with them.

Observation: On taking it out, it appears to be magnetized only at the ends; very slightly, between.

Every magnet is most magnetic at the ends; near the middle the power decreases. The ends are called poles; the middle is called the neutral, or non-magnetic zone. If a magnet is to be used in moving machinery, we bend it in the form of a horse-shoe, and join the ends with a piece of iron called the keeper.

4. Experiment: (Magnetic needle, iron filings.)

Take the needle from its support, and lay it on the iron filings.

Observation: The magnetic needle has also two poles.

5. Experiment: (Magnetic needle.) Touch it several times, so as to change its position; then leave it to itself.

Observation: It always comes to rest in the same position, with one end toward the north. It does not lie due north and south, but inclines a little toward northwest and southeast. As, when left to itself, it is always the same end which turns toward the north; this end is called the north pole of the needle, and the other, the south pole.

a. Place the magnet, on which the north pole is marked, near the magnetic needle, so that the north pole is directed toward the east.

Observation: The north pole of the needle moves to the west.

b. Now place the magnetic needle on the middle of the magnet whose north pole is directed toward the east.

Observation: The needle places itself in the direction of the magnet.

c. Now turn the magnet around, so that its north pole points toward the west.

Observation: The needle also turns around.

From these three experiments, it follows that every magnet exerts an influence on the position of the magnetic needle. If we remove all magnets, the needle returns to its original direction. Since it always points in the same direction, it can have no power to do otherwise; and we must assume that it is forced, by the influence of some magnet, to take this position. This magnet is the earth itself. The earth also has a magnetic north pole and south pole.

d. Now seize the magnet, and bring its north pole, carefully, close to the north pole of the magnet needle.

Observation: The north pole of the needle moves away from the magnet.

e. Now bring the south pole of the magnet close to the south pole of the needle.

Observation: The south pole of the needle also moves away from the south pole of the magnet.

f. Now bring the north pole of the magnet close to the south pole of the needle.

Observation: They attract each other.

g. Now bring the south pole of the magnet close to the north pole of the needle.

Observation: They attract each other.

These experiments reveal the law: Like poles repel each other; unlike, attract each other.

## A Trip to the Natural History Museum

### Its Educational Uses to Teacher and Pupil.

By Henry G. Schneider, G. S. 90, New York City.

As residents of a great city, we hear much of our lack of facilities for the study of nature. By our papers and exhibits of class work from G. S. No. 90, we have justified our chairman's prediction that our sessions would demonstrate that excellent work can be done even in schools situated where the only growing things are the children themselves. I shall try to prove that our advantages are even superior to those of our country cousins. The suburban parks of the Greater New York can supply all the material needed by the 4,000 teachers and the 300,000 pupils in our schools. Make up your mind to get the material, and you will find ways to get it.

But our advantages for nature study do not end here. The

munificence of our city government also provides an unrivaled institution for the recreation and instruction of the millions of our fellow-citizens. The proper use of museums as an educational aid is only beginning to be recognized in America. Our Museum of National History can be made of incalculable value in illustrating our daily class lessons. It is one vast aggregation of object lessons, yet we have only begun to use it, and more as a means of recreation than of study. One of my boys, after a trip of the class, told a comrade, who didn't go, that the museum was "like a stuffed circus."

In one walk through our museum you can cover ground and gain information that would otherwise require years of travel. The museum emphasizes a pedagogical principle that cannot be too strongly urged—"Study things, not words or pictures only." It is an application of the system of object teaching on a vast scale. Nature is man's best teacher; her world is man's best school. Her method of teaching is that by which the object is placed before the student. To show the advantages of the city, compare them with those of the country. The country boy or girl is surrounded by the materials for nature study. He has every opportunity for observing and collecting specimens; yet this very familiarity and accessibility often dulls his curiosity. The rarity with which the city child sees a butterfly, a bird's-nest, or a frog's eggs, makes him observe with a keener curiosity than that of his country cousin. In the country, the multiplicity of specimens is somewhat of a disadvantage for careful study. The city child's attention is concentrated to the one specimen in his classroom, and not distracted by a variety. But how is the country boy to bridge over the gap between the specimen and what man knows of it? How is he to name and classify the myriad observations he has opportunities to make? The city child has access to a noble institution where he can see, not only a specimen like his own, but also a label which tells him its place in the scheme of science, and its relations to all other manifestations of nature. I cannot urge too strongly, that in carrying out the new course in nature study, the teacher should avail himself of the museum advantages. First, go there yourself. You will find many ways to use what you see, in illustrating your daily lessons. Second, take your students there; or encourage them to go with specimens of shells, of animals, or insect life. There they can find the name of the specimen, and many other details of information about it. This is the great use of the museum.

Some years ago I invited my class to meet me at the museum one Saturday afternoon. Thirty-eight came. I found that all I could do with that large number was to let them go through the building after asking them to note one particular specimen that attracted their attention, and to observe it carefully for at least ten minutes. On Monday they were to bring me a letter describing it. I was amazed at the excellence of that set of compositions, their power of description, and their keenness of observation. Later experience proved that it is better to assign topics through the week to separate groups of students; to one, for instance, the relics of the mound-builders, mentioned in the school history; to another, the race types illustrated by life-size figures in the Hall of Ethnology; to another, the minerals and ores mentioned in the geography lesson; to another, the trees and vegetable productions of the continent we were studying; while other groups reported on the animals in the museum, pictured in our geography. Once tried, I feel confident that the results will be gratifying. Many of my first class are still regular visitors to the museum. One is a fellow in biology, at Columbia, now making special investigations in zoölogy for the university—a result, he told me, of the impulse to nature study received in the museum trips of the class.

In life, our students must see, think, and compare for themselves, from the real things and conditions. In our observation lessons, we should not, as we too often do, try to "cram" information obtained from our reading. No! get the real specimen before the pupil; then let him use his own senses. Never tell him what he can find out for himself; at most, lead him by a skillful question to note the peculiarity you wish him to observe. Use the museum for your own study of nature, and encourage your pupils to go there. You will thus give them a means of self-help in nature study; open to them a life-long source of rational recreation, and teach them to observe, compare, and think for themselves.

(Abstract of a paper read before the Natural Science department of the New York State Teachers' Association.)



## The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING FEBRUARY 19, 1898.

In the desire to keep order in the school-room, teachers are apt to forget that they must educate children, and that the development of self-confidence in pupils is one of their foremost duties. There is not enough encouragement given, and feeble efforts are not sufficiently recognized. It is well to expect much of the child. It is better to believe at all times that everyone has done the very best he knows how.

The ordinary system of grading and promotion in the schools is not a healthy stimulus to educational activity. Teachers are often led to feel that their success is measured by the number of pupils they promote to a higher grade. The result is, that they concentrate their efforts upon drill in the things required for admission to the next higher class, and the truly educative part of their work is lost sight of. The child is sacrificed to the Moloch of knowledge, while the thing that ought to be done is to develop in him capability and executive strength.

The pupils, on the other hand, regard a rush through the elementary school course, and into the high school, and from there into the college, as the ideal of educational progress. Anything that will help them climb up higher on this artificial ladder is resorted to. The ingenuity expended in cribbing, and other ways of deceiving the promoting powers, is regarded as justifiable; and what is the ultimate? Will the pupil in later life strive to perfect himself in the position in which he is placed, humble though it may be, and thus qualify himself for higher work, or will he prefer to climb to a more remunerative, more genteel, more prominent place, even if it must be by hook or crook, or by way of the back window? There is nothing insignificant in what is done at school, and we cannot use enough caution to have everything we do root at least in ethical soil.

It is a sad comment on educational affairs in this country that almost anyone is considered qualified to give directions to teachers, providing he has been able to hoist himself by means of political machinery into some position of power. Go over a list of state superintendents of schools, and see how many of these people are worthy of any respectful attention in matters concerning the inner working of a school. And yet educational associations, so called, including the N. E. A., very often place on their programs names whose owners have no other right to being there than the fact that they beat some one else in a political contest. It might be wise not to publish this fact, were it not for the danger that people who do not know how some "educators" are made, will listen with as much attention to one as to the other.

A good speaker usually succeeds better than one who lacks the ability of public address, though the lat-

ter may be the one most deserving of attention. Do you wonder that people believe the theory of education to be an arbitrary thing concerning which one person's opinion is as good as that of another? Some day some educational Hercules will clear out the Augean stables, and none but the professionally qualified will be considered fit instructors for ambitious teachers.

All talk, philosophizing, hysterics, and committeeing about the rural school problem will accomplish nothing as long as the teachers in these schools are selected from the nomadic and migratory tribes. How many people are there who spend enough time in any one of these institutions to be able to speak of experience in it without blushing? Precious few. Of course we have in mind only American conditions. In Europe, especially Germany, Switzerland, and France, the teacher is usually a permanent fixture in a community, and very frequently one happens across a kindly master to whom his whole township is indebted for all the education the people have ever received outside of their homes. With teachers of this stamp in possession of a few hundred of our rural schools, the problem would have been solved long before this.

It appears that in 1642 the general court (or as we would call it now, the legislature), passed a law that children "set to keep cattle, shall also be set to some other employment, withal, such as spinning upon the rock, knitting, weaving tape, etc." The term "rock" here used meant the hand distaff. In these days, there would be a cry, "let them study nature, watch the clouds, observe the winds, the temperature, the grass, the flowers, the trees." We indulge in no observations; each generation acts according to its light.

### Important Educational Meetings

**February 22-24, 1898.**—Meeting of the Department of Superintendence at Chattanooga, Tenn. Hon. Nathan C. Schaeffer, State Superintendent of Pennsylvania, President; Supt. Lawton B. Evans, Augusta, Ga., Secretary.

**March 24-26.**—Southern Indiana Teachers' Association, at Terre Haute.

The Eastern Ohio and Western Virginia Superintendents and Principals' Round Table will meet at Wellsburg, West Va., March 3 to 5.

**April 12-14.**—Ontario Educational Association, at Toronto, Canada. Robert Doan, secretary.

**Trans-Mississippi Educational Convention at Omaha, Neb., in June.**

**June 29—July 1.**—Ohio State Teachers' Association, at Put-in-Bay.

**July 5-8.**—American Institute of Instruction at North Conway, N. H. George E. Church, Providence, R. I., President.

**July 7-12, 1898.** Meeting of the National Educational Association, at Washington, D. C., Supt. James Greenwood Kansas City, Mo., President; Irwin Shepard; Winona, Minn., Secretary.

Next week THE JOURNAL will contain eight extra pages, four of which will be given to reports of educational activity in New York and Chicago.

### Recent Changes in Schools.

Springfield, Mass.—Supt. T. M. Balliet gave an address on Feb. 8 to the woman's political class, on the public schools of the city. He said, in part:

Many changes have been made in recent years in the course of study. The change in reading is perhaps the most marked. Not many years ago the children read one series of five readers in going through the primary and grammar schools. This made, at most, only 1,500 pages of reading matter for nine years. To-day there are 15,150 pages. Children read considerably more good literature before they enter the high school than they read eight years ago in going through all the grades, the high school included. They used to read the school readers over and over until they had memorized them, and, of course, read them more fluently than they can read literature, which they read only once, or, at most, twice. This leads some persons to think that reading was then taught better than it is at present.

We need physical training in our schools. There is considerable physical exercise now given the children in school, but it is not done as it should be. What we need is a system of school games to relieve the stiffness of the scientific school gymnastics. The old-fashioned recess was abolished for weighty moral reasons. We shall never go back to it; but we shall have a recess in the future of a different sort, where children will be taught to play outdoor games which can be played on our school grounds, as the old-fashioned games of ball, etc., cannot. Experts are at work on such games, and we shall have them by and by.

We often hear it said that there are too many studies in the schools; that fewer studies and more thorough work would be better. The word "thorough" is often a much misused word. If by a thorough study of a few branches you mean an exhaustive study, or an extensive study, in the elementary schools, the statement is wholly incorrect. If by teaching "thoroughly" you mean teaching clearly what is taught, then thorough teaching should be found in all grades. The truth is, the smaller the child the greater the number of studies he can pursue at any one time, because he can comprehend only a few elements of any one of them. The more mature the pupil, the fewer studies he can pursue, because he has to study more extensively each one. A child from the kindergarten left to himself in the fields will now be attracted by a butterfly, then by a bird; next, perhaps, by a flower, and next by a pebble, and the same day after sunset he may look in the heavens and study the stars. Sometimes in one half-hour little children take a short lesson in botany, zoology, mineralogy, geology, and the rest. In a university a student works three years on one major study and one minor. The truth in this matter is just the reverse of what people commonly think it is. Elementary education must consist of the elements of many things; higher education, of the study of a few things exhaustively.

Much has been added to the curriculum within the last twenty odd years, but, what is of equal importance, much has been eliminated. For example: In arithmetic we have eliminated all the learning of useless definitions and rules, as well as the study of many topics that were purely theoretical, and had no practical application. The most disagreeable part of arithmetic, and, at the same time, useless part, has been thrown out. In geography years ago children learned definitions of continents, islands, bays, gulfs, rivers, zones, longitude, latitude, and the rest. This was followed by a study of map questions, many of which called for a knowledge of places which it would be unfortunate to burden the memory with, and whose location the authors of these books did not know themselves. The descriptive part was written so tersely and so abstractly that children found it easier to memorize the text than to get the thought. All this has been banished from the schools, and the child now reads descriptions of countries which are as interesting as books of travel, and studies the relation of the physical geography of the country to its political geography, which makes the study one appealing to his reason as well as his imagination. Time is saved to-day by teaching spelling, composition, and, to some extent, reading, in connection with the studies which give information. I will say in a general way that the useless and uninteresting has been almost wholly dropped, and practical, interesting instruction substituted; therefore, school work to-day interests children, prompts them to ask questions and to read as it never did before. It arouses thought and intelligence instead of deadening them, as was the effect of much of the teaching in school not a great many years ago.

### The Aristocratic Colored School.

The Avery normal institute for colored youth is a good example of the aristocratic colored school of the South. It is situated in Charlestown, S. C., and was founded in 1868. Mr. Morrison A. Holmes, a Massachusetts man, is the principal, and the other teachers in the school are drawn from the East and West and the colored teachers of the South. The school gives a purely academic course, and does not cater to the demand for technical training. There is a strong moral and religious atmosphere, which is intended to inculcate a "solid and Christian education."

Special attention is given to the study of the Bible as a text-book, and devotional exercises are held every morning. The morals of the children are excellent, though the teachers have to contend with the carrying of concealed knives among the boys and a large tendency to falsify. In personal appearance both boys and girls are neat and clean, and have intelligent faces. Among the girls, the lighter mulattoes take most naturally to education, while among the boys, the full-blooded negro is often the best student. —"Boston Transcript."

### Oxford University Life.

"Tom Brown at Oxford," though written thirty years ago, is still a fair picture of undergraduate life in the English universities. And now, as then, the difference between American and English student life is very great. In this country the discipline is strict when compared with that of English colleges. There, one who complies with the requirements for admission, pays his fees, and commits no flagrant infraction of decency, is entitled to pursue his studies. The faculty do not concern themselves as to whether a student attends his lectures. The professor goes to his class room at the scheduled time, delivers his lecture to those who come to hear and take notes, and then answers whatever questions may be asked. When the time for examination comes at the end of the term, each student is treated as though he had been a regular attendant at the lectures. If he fails to pass he is "sent to Coventry," which means suspension until he makes up his studies and takes a second examination. If he fails to pass at the end of the year he is "plucked," or dropped from the class.

The University of Oxford consists of twenty-four independent colleges, dating back as far as the days of King Alfred in 972. In the twelfth century the present organization was formed, and at the beginning of the thirteenth, Oxford had more than 3,000 students—nearly as many as at present. The town and university have always had royal sympathies, and have been intensely conservative. Of late years, however, a liberal tendency has been growing. The old spirit of antagonism to the Roman church was well shown by the striking from the rolls of alumni of the names of Cardinal Newman and Cardinal Manning, when they left the Church of England for that of Rome.

Each college has its own endowment, and its own faculty under the direction of a dean, rector, or warden. A chancellor and a vice-chancellor are in authority over all the colleges. Christ's church is the largest of these, containing nearly one-half of the total number of students. It is the alma mater of Gladstone, Rosebery, and Salisbury. All Souls is the smallest, having only fifty students. It has a large endowment, everything is free, and a student has to win high honors at the other colleges before he has the least chance of admission.

The undergraduates live in the college building, and each has a sitting room and bedroom. Breakfast and lunch are served from the kitchen in the student's rooms, but the whole college, including the faculty, is expected to dine every evening in the great refectories. Religious services are held twice a day, with considerable ceremony. Each chapel has a boy choir and that of Magdalen college is considered one of the finest in the world. The cap and gown is the regulation costume for undergraduates, while holders of degrees wear their appropriate insignia.

The ordinary expenses at Oxford are from \$750 to \$1,000 a year. Every college has its scholarships and fellowships, the latter ranging from \$750 to \$3,000 a year. The life fellowships enable a man to spend his life in the college, performing various duties assigned by the dean. He is obliged to be ordained to the ministry, and is forbidden ever to marry.

### Weather Bureau Service.

Prof. Willis B. Moore explained the utility of the weather bureau at the monthly meeting of the Drawing-Room Club in the Waldorf-Astoria. He remarked that the great raisin interests of California cure their fruit according to the weather reports:

"Many times the forecasts can only be made four to eight hours ahead of the rain, and cannot, therefore, be distributed through the press, but the telephone comes to the immediate aid of the grower, and the warnings reach him in time to enable him to stack his trays of dried fruit and save them from the destruction which would occur if rain should fall upon the open trays. In the same way the frost warnings for the extensive citrus regions of California are distributed, and millions of dollars saved annually. On the high plains of Montana, Wyoming, Colorado, and the Western Slope, the vast cattle interests quickly herd their flocks on the first warning of the coming blizzard, and without question hundreds of thousands of cattle are annually saved by reason of the forewarning of the greater number of destructive cold waves.

"Further east the shippers of perishable produce and articles that may be injured by low temperatures promptly take heed of the warnings of impending marked changes in temperature, and the resultant profit runs in many millions. In the middle and lower Mississippi valleys the great floods that in former years destroyed hundreds of lives and many millions of dollars in property, to-day, through the river service of the weather



bureau, with its trained meteorologists, in charge of eighteen river districts, are rendered much less destructive, because it is possible to measure the volume of precipitation on the watersheds which cause these floods, and to accurately compute the height of the flood volume fully a week in advance of its reaching a flood stage in the fruitful valleys of the Mississippi and contiguous confluent streams.

"On our gulf and Atlantic coasts during the past three years none of the twelve or fifteen severe hurricanes from the West Indies has touched a single port without the danger signal being displayed well in advance of the storm, and no wreck of any importance has occurred during this period. Conservative marine insurance people estimate that one West India hurricane, sweeping up the Atlantic seaboard without danger signals being displayed to give warning to mariners, would leave from \$2,000,000 to \$4,000,000 worth of wreckage, without taking into account the hundreds of precious lives that would be sacrificed."

#### Women at the Sorbonne.

Two of the four faculties of the University of the Sorbonne, in Paris,—the Faculté des Lettres and the Faculté des Sciences, open their courses to women. There are two kinds of courses—the "cours ouverts," and "cours fermés." The open lectures are free to the public and at these all classes of people congregate, including street arabs, artists, and tourists. The lectures are given by distinguished men, who suit their talk to their audience, speaking in a rambling, non-technical way, with plenty of anecdote. The subjects are broad and popular, as "The Revolution," "The Court of Louis XIV.," "The Rise of the Modern Novel;" and they draw immense crowds from the Latin Quarter.

Admission to the closed courses is by cards of matriculation. Formerly, a college degree was necessary in order to obtain these, but now the requirements are much less formidable. French students must have the degree of bachelor of letters before entering. In these courses, the professors change from generalities to keen and scientific analysis. The difference between the two kinds of courses is much like the difference between our university extension lectures and a complete college course. Degrees are few, and require an endless amount of detail. The whole seems designed to cultivate rather than to educate the student.

#### Philadelphia Notes.

Count Antanas Alexandrowicz Jocis has been elected by the committee on night schools to give instruction in English to his fellow Lithuanians at the Fletcher school, Philadelphia.

The count is only twenty-five years old, but he has had a remarkable career. He studied languages at the Imperial university at St. Petersburg for two years, when he was exiled to Siberia on a political charge. He escaped from the guards, though severely wounded, and came to this country, where he edited a Lithuanian paper in Chicago. Then he studied medicine for a time in Rush medical college, after which he became a traveling salesman, in order to get enough money to pay his expenses to Paris. Here he collected the rest of his material for a history of Russia, which he had begun three years before. He speaks eight languages and several European dialects.

As soon as the special schools for refractory pupils are established the compulsory education law will be enforced. Supt. Brooks advises that these schools be small, with classes of not more than twenty-five children each. They will be under the direct control of the board of education, and will have teachers of thorough experience and the best of discipline.

Rev. William C. Cattell, D.D., LL.D., former president of Lafayette college, died in Philadelphia, Feb. 11. He was 71 years of age, and had spent a large portion of his life in the educational field.

Pres. Huey, of the board of education, in his first annual report, issued Feb. 8, made several new suggestions. The most important are the establishment of a department of commerce in the Central high school, and the adoption of a six-year course, divided into two courses of three years each. In accordance with the latter plan, it is proposed to graduate in three years those who wish to take only the ordinary high school course, or who wish to enter a university. On the other hand, the six-year course would aim to give the advantages of a college training, and would confer the degrees of A. B. and B. S.

The twenty-fourth sectional school board refused to submit to the transfer of pupils from the Belmont school to the E. Spencer Miller school, and *vice versa*, ordered by the board of education. The board then refused to pay the teachers in the two schools until the transfers were made, and the sectional board was obliged to submit.

The Teachers' Annuity and Aid Association has sent a vote of thanks to Gimbel Brothers, who started a subscription paper with \$1,000, to relieve the association from the distress caused by the failure of the Chestnut Street National Bank.

Prin. George H. Cliff, of the Normal school, according to

his annual report, submitted Feb. 7, holds that the Normal school is a strictly professional institution; and that no one should be admitted who will not pledge some service to the city in return for the education received. He advocates limiting by law the number of admissions to the school.

#### Chicago Notes.

Chicago, Ill.—The subject of vacation schools was discussed Jan. 29, by representatives of the women's clubs of the city. It was estimated that \$1,000 would be needed to carry on one school during the summer. Donations of that amount are to be solicited, and the school thus established named after the donor.

Chicago, Ill.—The bureau of education has nominated Prof. Edmund J. James, of the University of Chicago to represent the United States at the International Congress of Commercial Instruction, held in Antwerp in April.

Chicago, Ill.—Several of the school officials have discovered that some of the teachers in the public schools do not reside in the city. On account of this, they are trying to get a rule passed by the board of education, providing that all teachers shall "spend their money among the people who pay the taxes out of which their money comes."

#### High School Teachers' Association.

Chicago, Ill.—The Chicago and Cook County High School Teachers' Association is organized for the special purpose of deepening the interest in high school education, and for the purpose of making more thorough and scholarly all the work done in the high schools of Chicago and Cook county. We hold five general meetings a year. These meetings are addressed by distinguished educators from all parts of the country. Some of the gentlemen who have given addresses are: Pres. Angell, University of Michigan; Pres. Adams, University of Wisconsin; Pres. Tucker, Dartmouth; Pres. Taylor, Vassar; Mr. Franklin McVeigh, of Chicago; Pres. Andrews, Brown university; Pres. Gates, Amherst; Pres. Harper, University of Chicago, and many others of note.

Occasionally these addresses are published for circulation and preservation. The teachers are divided into sections and sub-sections according to the departmental work. The sections include languages, mathematics, history, literature, science, civics, and economics. The sub-sections are particularly for individual studies. For instance, there is a sub-section of biology, one for physics, one for chemistry, one for physiography. History and literature are also divided into separate sub-sections, and so with the other branches.

Sections meet twice and sub-sections three times or more each year. At the meetings, which are practically round table gatherings, there are discussions concerning the difficulties met in instruction, and suggestions are presented concerning methods. We have found these meetings very valuable, practical, and interesting. They help to increase the professional spirit of the teachers, and tend toward a unification of all our work.

The present officers are: Dr. A. F. Nightingale, superintendent of high schools, president; Prin. Charles W. French, Hyde Park high school, vice-president; Mr. F. L. Morse, instructor in chemistry, secretary and treasurer.

Nearly all of the teachers belong to the association, and pay \$1.00 each per year toward the expenses, as we always pay the expenses incurred for the lecturers who come from any distance. \*\*



Corner of First Grammar School Room, No. 1, Davenport, Iowa, Reception Day, January 28, 1898.

From a photograph by Miss Josephine Littig, teacher

## New York City.

### Board of Education Meets Feb. 21.

The board of education of the Greater City of New York will meet Feb. 21, at 146 Grand street, for organization. The following-named constitute the board:

From Manhattan and the Bronx: John G. Agar, E. Ellery Anderson, Otto T. Bannard, John E. Eustis, William Greenough, Charles Bulkley Hubbell, Hugh Kelly, Jacob B. Mack, Nathaniel A. Prentiss, H. A. Rogers, Henry W. Taft.

From Brooklyn: Edward L. Collier, Horace E. Dresser, Henry W. Maxwell, John McNamee, John K. Thompson, J. Edward Swanstrom.

From Queens: James A. McDonald, Flushing.

From Richmond, Frank Perlet, West New Brighton.

### Borough Boards Organized.

The school board of the boroughs of Manhattan and the Bronx was organized Feb. 9. Mr. Charles B. Hubbell received fourteen out of the seventeen votes cast for president, the other three being blank. The clerk of the old board and the temporary secretary, Arthur McMullin, was nominated for permanent secretary, and received 18 votes. Henry R. M. Cook, assistant clerk of the old board, and temporary assistant secretary of the new board, was then elected permanent assistant secretary and clerk of the board. Both Mr. McMullin and Mr. Cook are to receive the same salaries which they had as clerk and assistant clerk; namely, \$4,500 and \$2,700, respectively. The next business was the election of ten delegates to the central board, to whom the president of the borough board was to be added as a delegate ex-officio. The ten elected were: Messrs. Agar, Anderson, Bannard, Eustis, Greenough, Kelly, Mack, Prentiss, Rogers, and Taft.

The school board of the borough of Brooklyn elected J. Edward Swanstrom president, George H. Fisher vice-president, and George G. Brown secretary. All three held corresponding positions in the old board. The salary of Mr. Brown was increased from \$5,000 to \$6,000. Frederick H. Johnson was chosen assistant secretary, at a salary of \$2,500, \$1,000 less than his predecessor received. William L. Felter was appointed assistant superintendent for six years, at a salary of \$4,500. The five places allotted to the borough of Brooklyn on the central board were filled as follows: John McNamee, Henry W. Maxwell, John R. Thompson, Horace E. Dresser, and Edward L. Collier.

The Queens borough school board elected G. Howland Leavitt, of Flushing, chairman, and Wilson Palmer secretary. The election of a borough superintendent of schools was deferred until the next meeting.

The school board of the borough of Richmond elected Frank Perlet president and Franklin C. Vitt secretary. The latter's salary was made \$3,500. The question raised by Comptroller Coler leaves the board without funds to pay teachers or to proceed with the erection of buildings in progress. A committee was appointed to take steps to secure the money needed.

The new central board will be composed of eleven members from the boroughs of Manhattan and the Bronx, six from the borough of Brooklyn, and one each from the boroughs of Queens and Richmond. There are several candidates for the secretaryship, among them being Mr. Cornelius D. Fleming, who has been for three years first assistant in grammar school 95. Mr. Fleming has been connected with the teaching force of the city since 1887. His pedagogical knowledge, together with his intimate acquaintance with the school system, render him well fitted for the position. Owing to the illness of Assistant Supt. James Godwin, it has been suggested that he be given the secretaryship of the central board, since the duties would be less trying than those of his present position. In case Dr. Godwin becomes a candidate, Mr. Fleming will withdraw in his favor.

Nothing will be done about the election of a general superintendent for the city of New York for some time. The matter will not be settled for several weeks, and it may be deferred for months.

### Brooklyn.

The regular meetings of the Brooklyn board of education are held at the board rooms, 131 Livingston street, the first Tuesday of every month, except the month of August, at 4 P. M.

## Estimate for Brooklyn Schools.

The board of estimate and apportionment Feb. 15 considered the estimate of the Brooklyn school board for 1898. The mayor was, apparently, in very good humor, although Mr. Maxwell, the chairman of the finance committee, was unable to give an exact statement of the various items of the estimate. The amount asked for the Brooklyn schools for 1898 was \$3,298,000, which, with the state allowance, would make a total of \$3,703,000. This is an increase of \$364,000 over the cost for 1897. Mr. Maxwell explained that this increase was for the payment of additional teachers for the new schools and the natural increase in other items of the estimate.

For the month of January \$406,321.99 was asked, including an item of \$65,000 for books to which the mayor objected, on the ground that the total for books in 1897 was only \$168,000. When the item of \$24,590 for music teachers was read, it was expected that the musical feature of the schools would be ridiculed, but not a word was said.

The mayor asked that the trial balances for 1896 and 1897 be sent him for examination before any appropriation would be made. The matter will be arranged very shortly, and the Brooklyn teachers will probably be paid before the end of this week.

## New York Teachers' Association.

Chairman Ettinger reported that Mr. Little had refused to sign the January pay-rolls; consequently, teachers' salaries were unpaid. Mr. Little's reason is said to be an alleged discrepancy between the instructions sent out to principals by the superintendents and the provisions of the salary schedule of July 14. A committee was appointed, headed by Chairman Clark, of the association, to urge prompt action by the borough board.

The special committee, appointed to go to Albany in the interest of the bill to allow five per cent. of the New York city excise fund for pensioning retired teachers, reported probable speedy passage by the senate of the measure. Governor Black has assured the teachers that he will sign the bill if it reaches him.

Mr. Ettinger reported that he had asked the committee on instruction to excuse teachers' lateness owing to accidents occurring on account of the fog Feb. 9; and that he had asked the same committee to move to amend the by-laws, so that any lateness of teachers may be excused at the discretion of the principal.

About 300 teachers were present at the meeting.

## Kraus Alumnae Association.

The Kraus Alumnae Kindergarten Association held its regular monthly meeting Jan. 29, at the Hotel San Remo. Miss Adriana B. Dorman, of St. Chrysostom's chapel kindergarten, presided, and after the regular reports were read, proposed the appointment of two delegates to represent the association at the meeting of the International Kindergarten Union. Maria Kraus-Boelte and Mrs. Clarence E. Meleney were selected. Miss Florance reported for the press committee.

Mrs. Kraus-Boelte addressed the association on "Froebel's Methods as Viewed in the Light of Our Time." She said, in part: "With Rousseau begins an era in education. Pestalozzi recognized the need of an early development by training and educating the senses before educating proper begins. Fichte showed the true value of national education, and Froebel, the foremost pupil of Pestalozzi, began the family and nursery education found in the kindergarten system. This system was the result of the progress of education and general culture, and the outcome of the need of the rising generation. The same principles carried out so ably by Pestalozzi must eventually become the fundamental educational work of all nations. The kindergarten being a medium between home and school, it should be the aim to bring both into co-operation. The human instincts in the child develop gradually into individual dispositions, which give to each his own characteristics.

"From the very beginning, the free activity of the child must be guarded and supported, if its aim would be realized and the child's talents and powers directed to what is right and true. The soul is born with the body, and like the body, discloses its needs from the beginning; and Froebel, studying the child in the light of this fact, found the 'key-note' for knowledge of the first instincts of the child's soul, which makes itself known in play. Nature gave these instincts to the child, that he might develop, bodily and mentally.

"Froebel combined mental and bodily work, as the young child does not want to play only, but wants productive play, and a variety of it. Means are afforded systematically, according to the child's age, strength, and abilities. The great law which rules in the kingdom of form is recognized; namely, 'That from the different composition and arrangement of a few primary forms, all existing forms are made.'

"Progress and growth, according to Froebel, mean keeping to the unity and completeness of the educational means as



given by him; but continually adjusting those means to the new demands of the newer times. Progress and growth should be the aim, but always according to the life principles given by Froebel.

"Self-activity gives means for working, for the child has to make an effort in order to develop naturally. For science, as in industry, advance will depend more and more upon the skilful use of the hand, and this must commence in early childhood, or else it may never be acquired. Pedagogical ideas, however, must be the basis, or else mere technical features become ever more prominent and mechanical. The educational character must be maintained throughout. The various occupations of the kindergarten can degenerate if they have their ends in themselves, without any purpose beyond—if in no way connected with some higher spiritual interest, will pass over the child without leaving a trace on his nature.

"The hand work should serve the senses, the intellect, the sensibilities, and the will. The material should first be chosen with reference to its plasticity—and later on, according to the purpose which the finished product is to serve—proceeding from mere handling and arranging activities, to others in which the material is modified, transformed, and used in accordance with the requirements of the object. Froebel's training by a thorough self-activity satisfies all needs." At the conclusion of the paper, Dr. Jenny B. Merrill and Mrs. Meleney made short addresses.

#### Principal O'Neil's Disappearance.

The suspension without pay of Principal O'Neil, of Grammar School No. 1, for being absent without leave, discloses the fact that Mr. O'Neil disappeared from his home, 331 East One Hundred and Twentieth street last November. Since that time he has been seen in various parts of New Jersey, and in Bridgeport, Conn. His brother, principal of school No. 113, has so far been unsuccessful in finding him.

Mr. O'Neil was knocked down and seriously injured one morning last February, by a roll of paper which was being unloaded from a truck. For several months he was confined to his bed. This accident, coupled with the fact that he was an indefatigable worker, has probably unbalanced his mind. He is eligible for retirement, having served continuously for thirty-eight years. He was one of the best principals in the schools, and one of the first to introduce manual training. He holds the degrees of Bachelor and Master of Arts, Doctor of Philosophy and Doctor of Laws. He is fifty-five years old, and unmarried.

#### Lincoln Night at the City College Club.

The meeting of the Schoolmasters' Club, at the City college, on Feb. 12, was devoted to the discussion of Dr. Conaty's paper at the St. Denis, the prospects of the City college, and the celebration of Lincoln's birthday.

Inspector Schack, who presided, called attention to the fact that the year of Lincoln's birth, 1809, was the same as that of Gladstone and Dr. Holmes. Assistant Supt. Marble gave a résumé of Dr. Conaty's paper on "The Teacher as Trustee for the Family, the State, and the Church," calling special attention to the development of will in the pupils. Dr. Marble said that the substitution of interest for will is an error of the new educationists.

Dr. Toeplitz compared the City college with similar German institutions, and expressed his admiration at the wonderful advance in the standard of medical education in this country.

Mr. Wade, of public school 23, contrasted Lincoln, the man of the people, and Gladstone, the college man and student, claiming that while circumstances might aid in developing the will, yet will-power was inherent in the individual.

H. G. Schneider, of No. 90, argued that the strength and purity of Lincoln's diction were probably an outgrowth of his study of the Bible.

Our schools can always refute the charge of "Godless," so long as the Bible is read in them, and while they have as teachers so many earnest Christian men and women.

#### Meetings in New York City.

Feb. 21.—Board of Education, 146 Grand street, 4 P. M.

Feb. 21.—Primary Teachers' Association, College of the City of New York.

Feb. 25.—Teachers' Co-operative Building and Loan Association, Bloomingdale hall, E. 60th street, 4 P. M.

Feb. 25.—Teachers' Building and Loan Association, Room 1,001, Presbyterian building, Fifth avenue and Twentieth street.

Feb. 28.—Association of Female Assistants in Grammar Departments, P. S. No. 19, 225 East 27th street, at 4 P. M.

The next meeting of the New York Suburban Educational Council will be held on Feb. 19, 11 A. M., in law room No. 1, New York university, Washington Square. The topic for discussion is, "What are children in the primary grades capacitated to learn? Do our courses of study furnish children with the instruction which their minds require?" The discussion will be opened by Prin. D. A. Preston, of Brooklyn.

#### Local News in Brief.

The bill providing for pensions for New York city school teachers has been passed by the senate and will undoubtedly pass in the assembly. The bill provides that there shall be 5 per cent. of the excise money deducted and paid into a pension fund for teachers.

At the conclusion of Dr. Leipziger's lecture on "Libraries in the Public Schools," several questions brought out the facts that there is no school in the city in which the school library law is fully carried out, also that in one school there is a library of 600 volumes all securely locked behind glass doors, while the catalogue hangs in the principal's room. In another school, several boxes of books have been unopened for more than a year.

The park board has forbidden art students to sketch the animals of the zoological collection in Central park after 9 A. M. The students of the School of Applied Design for Women object to this, and it is probable that the time will be extended from 9 to 12.

The school census of Brooklyn gives the number of children between 4 and 8 years, as 250,565. Of these 247,953 are white, 2,599 Ethiopians, 10 Mongolians, and 3 Indians. Those between 14 and 16 years of age number 133,599. Males and females are nearly evenly divided. The deaf and dumb children between 4 and 18 years of age number 48 males and 95 females; blind, 23 males, 29 females. The number between 12 and 18 who cannot read or write English, 194 males, 202 females.

The school board has informed the borough board of Richmond that no salaries will be paid in the borough until all the money and property in the hands of the local board have been surrendered to the controller.

The graduating exercises of the Brooklyn boys' high school, were held Feb. 10. Sixty-six received diplomas from Prin. Mickelborough. George B. Keeler, valedictorian, spoke on "The Declaration of Independence."

Newtown, L. I.—The board of education of the borough of Queens organized Feb. 9, by electing G. Howland Leavitt, of Flushing, president, and Wilson Palmer, secretary.

Burbridge Drummond, a twelve year old colored boy, attending public school No. 9, West Eighty-Second street, was captured by seven of his fellow students during the noon recess on Feb. 4, and held against a hot radiator until he was severely burned. Upon complaint of his mother the boys were suspended, and were taken back only upon the promise of their parents that they would be severely punished.

The trustees of Columbia university made the following appointments on Feb. 7: Professor John B. Clark, political economy, Frank N. Cole, mathematics, and J. W. Robinson, history, were reappointed. The appointments of David J. Greene, C. E., and William Gregory Hudson as assistants in mechanical engineering, were confirmed. Dr. William J. Gise was appointed instructor in physiological chemistry in the College of Physicians and Surgeons, and Dr. Watson L. Savage, director of the gymnasium for three years.

The public school on the Hunterfly road, Flatlands, was entered by two thieves on Feb. 11, and \$25 worth of school books, scissors, and thimbles taken. The American flag was used to wrap the booty in. One of the thieves was caught, and part of the books recovered.

The announcement has been made that a Columbia university dormitory will soon be opened by private individuals on One Hundred and Twenty-Third street. The faculty is considering what attitude the authorities should take toward the new building.

The Potter & Putnam Co. has been incorporated under the laws of New York, as the successors of Potter & Putnam, educational publishers, dealers in school supplies and school furniture, and will continue the business at 63 Fifth avenue, New York.

Hubbard R. Yetman, former assemblyman, was chosen on Feb. 14 superintendent of schools of the borough of Richmond. Mr. Yetman began life as a school teacher, and was for several years trustee of the Tottenville public school.

The object of the recently organized People's University Extension Society is to increase the educational facilities of New York and vicinity. The officers are as follows: President, Rossiter Johnson; vice-presidents, Charles Dudley Warner, Rev. Dr. R. S. MacArthur, Dr. Truman J. Backus, Rev. Dr. W. H. P. Faunce, Rev. Dr. Charles Cuthbert Hall; secretary, J. Eugene Whitney; directors, Truman J. Backus, Rossiter Johnson, Charles Dudley Warner, Robert S. MacArthur, Arthur E. Bostwick, Robert C. Alexander, Chester S. Lord, Charles Cuthbert Hall, Eugene A. Hoffman, Henry A. Stimson, W. H. P. Faunce, and J. Eugene Whitney.

## Items of Live Interest.

Cambridge, Mass.—The extension of the privilege of voting for overseers to graduates of the professional schools has called forth a petition from 150 alumni to the overseers protesting against such action, and asking postponement of the matter until the opinions of all the alumni can be secured.

West Orange, N. J.—The proposition for a new high and grammar school, to cost \$55,000, was settled at a public meeting on Feb. 7, by a vote of 166 to 131 in its favor.

Topeka, Kan.—A movement is under way in this state to compel the use of the Bible in the public schools, and it is proposed to employ only teachers who will carry out the reform.

Boston, Mass.—The Boston Teachers' Mutual Benefit Association has arranged an elaborate production of "Bibi—A Comedy of Toys," for Feb. 25 and 26, to be given in the Association hall, corner of Berkely and Boylston streets. It is expected that the principals who were so well received at the Bijou production on Jan. 1, will again assume their parts, and they will be supplemented by 108 pupils from the public schools. Mr. and Mrs. W. L. Hatch, who have staged and managed the play in various cities, will have charge of its production.

East Orange, N. J.—Franklin Shannon, an eight-year-old pupil in the Franklin school, scratched his desk one day last month, and was suspended by the principal until he should pay a fine of twenty-five cents. After some display of indignation, the boy's father sent his check for the amount.

Denver, Colo.—The state teachers' convention discussed with some warmth the question of elective studies for high schools. Several able papers were read in their favor, but the sentiment of the convention was against the scheme.

Springfield, Ill.—As a result of a conference between representatives of the Woman's club, and the teachers on "The Co-operation of Woman's Clubs in the Child Study Movement," round table child study clubs will be organized in every school district in Illinois.

Iowa City, Ia.—Twenty-three students of Iowa state University, have been indefinitely suspended by the faculty, for carrying off four freshmen at the time of the freshman banquet. Four of the offenders are young women, who attempted to kidnap one of the freshman girls.

The New England Educational League has recently been organized to secure equal school advantages, on a just basis, and, so far as possible, for every child and youth in New England; to aid, where it can, every teacher and school administrator; to promote a co-operative spirit among the people; to place the common schools in better relations to the life of New England; to diffuse information, secure the views of the best citizens in and out of official positions; to aid to right public opinion and in time to contribute, if possible, to wise legislation and well-directed private benefactions to education.

Atlanta, Ga.—The new school census of the state is being taken, and it is hoped that it will be finished by May 15. The last census was taken in 1893, and cost the state \$21,000. The number of children of school age was 604,971. The new census will show the number of illiterates of school age, the value of all school property, and the number of school-houses.

Albany, N. Y.—In connection with the introduction of several bills for the establishment of normal schools, it appears that the law authorizes the authorities of union, free, and high schools to maintain training classes for teachers. Eighteen such classes trained last year 480 teachers. The total cost of educating 1,200 teachers in connection with the public schools was \$100,000, while the preparation of 1,000 teachers in the same period, by six normal and training schools, has cost \$294,000.

Most people in Bowling Green remember John Cottrell, the youngest son of the late Rev. Joseph B. Cottrell, a Methodist minister of more than local note. While his father was stationed in the Park city as pastor the lad spent most of his time in and around the yards and roundhouse of the Louisville and Nashville railroad. The result was, that in a few months John Cottrell had learned to easily distinguish one locomotive whistle from another. With his eyes shut he could tell you when an engineer blew for the station a mile away, not only the number of the engine, but the kind of train it was pulling, and the crew in charge. In testing his memory one day, the yardmaster tried John on nineteen different engines, and he didn't fail to give all the desired information about each four minutes before it came into the station.—"Louisville Post."

Syracuse, N. Y.—The budget which the board of education has presented to the common council calls for \$395,339.93. The amount appropriated last year was \$315,444.78. The increased amount is largely due to the establishment of four new schools.

Carlisle, Pa.—Two Indian girls at the government training

schools pleaded guilty on Feb. 7 to an attempt to burn the girls' department, risking several hundred lives. The girls were sentenced to eighteen months solitary and separate confinement at hard labor.

Princeton, N. J.—Blair hall, a magnificent new dormitory for Princeton university, was opened Feb. 10. The building cost \$150,000, and was given by John I. Blair, one of the trustees of the university.

Cambridge, Mass.—Harvard university has received a gift of \$20,000 from Mrs. William Belden Noble, of Washington, to endow a lectureship, in memory of her husband, a graduate of the class of 1885.

The Kentucky assembly has passed a bill which provides that the state board of education shall purchase text-books from the lowest bidder, and that manuscript of books which receives the endorsement of the board shall be published for use in the schools of the state.

Columbus, Ga.—A system of semi-annual examinations for promotion has just received its first trial in the schools of this city. It is believed that the results will be of the best, and much greater fairness in promotions will be secured.

Philadelphia, Pa.—The class of 1898, of the University of Pennsylvania, on Feb. 11 placed a marble slab in the chapel of College hall, in honor of the class of 1757, the first class of the university. Dr. Howard H. Furness made an address at the presentation.

Springfield, Ill.—The supreme court has sustained the replication to the demurrer filed by the corporation counsel of Alton in the case of the colored children who seek admission to the Washington school. This decision is in favor of the colored people, though the case is not yet settled.

Washington, D. C.—It is expected that ground will be broken for Trinity college, the new Catholic college for women, in March. The site chosen covers twenty acres, and the location is excellent.

Newark, N. J.—The Kindergarten Club is proposing to form an educational association of parents, teachers, and all who are interested in broader education, to secure proper methods in the schools, and to bring them into closer touch with the parents.

Minneapolis, Minn.—That the teachers in the public schools of this city are thoroughly in earnest in opposing the proposition to cut down the present school year on account of lack of money is shown by their plan to prevent it. They have sent out circulars to the prominent business and professional men of the city, appealing to the pride in the city's schools, and asking for expressions of opinion on the proposed closing of the schools. In this way they hope to create a strong sentiment against it, and find some way of raising the necessary funds.

Ithaca, N. Y.—Dr. B. G. Wilder, of Cornell university, recently gave a series of thirty lectures on physiology to the primary school children of this city. He found that they did not mind long names, like "hippopotamus" and "rhinoceros," but were eager to learn them. The children thoroughly appreciated his lectures and dissections, and each pupil wrote Dr. Wilder a letter of thanks, telling him the various reasons why the course had been interesting and helpful.

## The First Kindergarten.

In a recent number of *The School Journal*, a Miss Frankenberg is spoken of as having had the first kindergarten in America. She may have had a few little children and taught them in German in accordance with the kindergarten philosophy. In 1865, it says, Miss Peabody visited her, which is nearly a year after she had visited my first kindergarten.

I think it was in 1859 that Miss Peabody had occasion to observe kindergarten methods in the home of Hon. Karl Schurz, who had a German kindergarten for his children, whom he afterward married.

In 1864, when I conducted my kindergarten in West Newton, Mass., there was no book published on the subject in America. I made use of Range's English Kindergarten Guide and translated Lina Morgenstern's *Paradise of Childhood* for a Boston firm, but it was never printed, being destroyed by fire.

Louise Pollock.

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## Literary Notes.

"The Three Richard Whalens," by James Knapp Reeve, is one to captivate the imagination. It tells of adventures at sea and of the search for treasure on an island of the Caribbean sea. The search, which was a long and arduous one, was finally rewarded, a chest full of bright gold pieces being found, treasure that had been hidden by some old buccaneer. A pretty love episode helps to round out the story. The illustrations are by E. Frederick. (F. A. Stokes Co., New York.)

A book of poems of considerable promise is from the pen of Florence Danforth Newcomb. It bears the title of "The Carnival of Venice and Other Poems." In the title poem graceful fancies are expressed in musical verse. Other poems whose merit particularly strike one are "Anticipation," "A Fancy," "A Serenade," etc. The book is elegantly printed and bound, and has gilt top and rough edges. (F. Tennyson Neely, New York.)

The hand of an unusually skilful story writer is detected in the three short stories in the volume just from the press, which bears the title of one of them, "A Bachelor's Box." The author, T. C. DeLeon, is a Southerner, but this fact would not be noted from his work, because he has treated social themes in so liberal a spirit. In "A Bachelor's Box," "A Jealous God," and "The Christ Sonata" he shows a knowledge of men and women and a delicacy of expression that cannot fail to be appreciated. (F. Tennyson Neely, New York.)

We have had many books treating of woman's sphere and influence in society and the home, but none that have treated it from a more natural and common sense standpoint than "The King's Daughter and the King's Son," by Agatha Archer. The story of the heroine, Una Hope, is of the development of a young woman whose one passion is the simple natural one for love and home—a relief indeed from the women of our modern novels who long to write books or paint pictures. After the death of her mother, Una searches for congenial companionship to replace the loss. She studies and works and lives, and meets her three lovers. How she meets them and how she tests them the story tells with childlike frankness, and the interest of the reader is held spellbound in watching her

# Pears'

Whoever wants soft hands, smooth hands, white hands, or a clear complexion, he and she can have both: that is, if the skin is naturally transparent; unless occupation prevents.

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Those who are so affect-  
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character unfold. The book is a faithful presentation of the growth of a soul into consciousness of itself and its relation to natural and social law. (Fowler & Wells Co., New York. 288 pages. \$1.00.)

Admirers of Max Nordeau will be pleased to learn of the publication in English of his "Shackles of Fate," a drama of Berlin life and character, in five acts. It is a play that will engage the interest for its portraiture of character, its well constructed plot, and its lively dialogues. The frontispiece is a fine portrait of the author. (F. Tennyson Neely, New York.)

So many false reports have been circulated about the condition of affairs in Cuba that people have grown to distrust anything that comes from that quarter. Both sides have sought to secure sympathy, moral support, and assistance by misrepresenting the facts. George Brownson Rea, a field correspondent of the New York "Herald," has reviewed all these reports, and attempted to sift the truth from the falsehood. From the list of fights he witnessed, given in the introduction, it is apparent that he saw considerable of the war. The book has illustrations by de la M. Cary, from photographs taken by the author. (George Munro's Sons, New York.)

To one who has ever read any of Thomas Nelson Page's descriptions of social life in the South, he needs no introduction. In "Social Life in Old Virginia Before the War," he depicts the conditions there before the upheaval that swept away the old landmarks as thoroughly as a big fire in a city sweeps away landmarks in its course. It the real "Old South" that he gives us, not the fictitious one of so many romances, about which there are many points we cannot help but admire. The sad and bright features of the former days are given with the skill of a literary master. The pages are embellished by many fine half-tone illustrations. (Charles Scribner's Sons, New York. \$1.50.)

John Brown, the author of "Parasitic Wealth or Money Reform," calls his book "a manifesto to the people of the United States and to the workers of the whole world." He lays emphasis on the disparity between the few who possess wealth and the many who labor for their daily bread, and attributes it to wrongs in our social and industrial organization. He goes deeply into the facts and figures of our money system, and points out how, according to his idea, things might be improved. His argument follows in the main that of the late Henry George, though differing in some important particulars. (Charles H. Ker, Chicago.)

In spite of the dictum of Delia Bacon, Ignatius Donnelly, and others, that the plays attributed to Shakespeare were not written by him, the world will persist in believing in the genius of the gentle "bard of Avon." There is plenty of evidence that Shakespeare lived and wrote, although the facts of his life are much more scanty than we wish they were. His works are one of the richest heritages of the race, and every child should early become acquainted with

them and with him. "A Book About Shakespeare," a little volume by J. N. M'Ilwraith, is one of the most charming of recent contributions to Shakespearean literature. It gives the main facts about Shakespeare and his contemporaries, the manners and customs of the times, and the stories of his plays, and describes the haunts of the great dramatist in a simple and attractive way. The illustrations show numerous scenes from the plays. Young people especially, can derive great profit from the reading of this volume. (Thomas Nelson & Sons, New York. 80 cents.)

The vivid impressions of a teacher who visited nearly all the important countries of the world, are given in "A World Pilgrimage," by John Henry Barrows, edited by his daughter, Mary Eleanor Barrows. These were originally sent as letters to the Chicago "Record" and "The Interior," and they have the advantage of having been written at the time of the impressions, before intermediating experiences dulled them. The countries traversed were France, Germany, England, Italy, Greece, Palestine, Egypt, India, Ceylon, China, Japan, etc. Next to the pleasure of taking such a trip is reading the account by a writer whose impressions are worth recording. It

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is sufficient to say that Dr. Barrows' narrative of his journey is exceedingly interesting and instructive; the style is picturesque and flowing. There are no dull pages. There are a number of excellent pages of half-tone illustrations. (A. C. McClurg & Co., Chicago. \$2.00.)

There is no one who can tell a story of soldier life in the great West with more zest than Captain Charles King, and for life and action none is his better than "Warrior Gap." It is a story of the Sioux outbreak of 1868, and is full of adventures in which Indians and dashing troopers are the main figures. The reader follows with ever increasing interest, the fortunes of the young soldier who is the hero of the story. It is a tale in which both old and young will find delight. (F. Tennyson Neely, New York.)

The title page of a set of short historical romances gives a characteristic synopsis of the contents: "Three Heroines of New England Romance, their true stories here-in set forth by Mrs. Harriet Prescott Spofford, Miss Louise Imogen Guiney, and Miss Alice Brown, with many little pictures, authentic and fanciful, by Edmund H. Garrett." The heroines who form the themes for these charming tales are Priscilla, who was loved by Miles Standish and John Alden, Agnes Surriage, who became the bride of Sir Henry Frankland, and Martha Hilton, who entertained Washington in 1789. The notes added by the illustrator at the end of the volume are not the least interesting part of the volume, following the local thread of the heroines in quaint wording and dainty drawing. Seventy-five pen-and-ink sketches between the hundred and seventy-five pages of text add an ornamental value to the book—a happy combination of historical and artistic features. (Little, Brown & Co., Boston. \$2.00.)

The Kin Pan of Pekin is said to be the oldest newspaper in the world. It has been published continuously for nearly a thousand years. It started as a monthly, became a weekly, and since the beginning of the century has been a daily.

#### Hawaiian Annexation.

Hawaiian annexation is probably to be regarded as a step in the general policy which will mean the ultimate construction and control of an isthmian waterway by the United States, the gradual acquisition of a large measure of influence in the West Indies, and the firmest sort of neighborly alliance with Canada to the north of us and Mexico to the south. There is no necessity for giving any consideration in our day to a continental union that would bring the United States, Canada, and Mexico under a single federated government; but there are the amplest reasons for cultivating relationships which would make Canada and Mexico our most cordial friends, and which would bring them into an agreement for the propagation of peace, prosperity, and civilization throughout the western hemisphere. The political attachment of Hawaii to the American system rather than to the European or Asiatic would seem to us to make positively for the symmetrical progress of the western world. It would certainly have a tendency to help in the development of our merchant marine and our seafaring interests generally; and that of itself is declared by many thoughtful men to be reason enough for the annexation not only of those islands, but also of one or more islands in the West Indies. It is to be hoped that whatever decision may be reached, the whole subject may be discussed temperately and sensibly; for, whether we annex or decline to annex, it will neither make us nor break us. Unhappily for the Hawaiian islands themselves, it is to be feared that if we should decline to annex them their immediate future would be involved in grave doubt and danger.—"American Monthly Review of Reviews."

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## A Mexican Custom on Good Friday

Mrs. Sara Y. Stevenson contributes to the January "Century," an article on "Maximilian's Empire," one of a series devoted to the French Intervention in Mexico. In describing the scenes that followed the siege of Puebla, Mrs. Stevenson says:

"It was a Mexican custom on Good Friday to burn Judas in effigy on the Plaza Mayor. Judas was a manikin made in the shape of a person who happened to be most unpopular at the time. It was quite admissible to burn Judas under different shapes, and sometimes these summary autos-da-fe were multiplied to suit the occasion and the temper of the people. At the same time, rattles were sold on the streets, and universally bought, alike by children and adults, by rich and poor, to grind the bones of Judas; and the objectionable noise—second in hideousness only to that of our own sending off of fire-crackers on the Fourth of July—was religiously kept up all day. In the year of our Lord 1863, Judas was burned in Mexico on the Plaza Mayor under the shapes of Gen. Forey, Napoleon III., and last, but not least, M. Dubois de Saligny, who especially was roasted with a will amid the wild execrations of the populace."

## He Never knew Who He Was.

A man by the name of Harbridge died at Glen Cove a few days ago. He didn't know how old he was, where he was born, or who his parent's were. His earliest recollection was of living with a tribe of Rocky mountain Indians, who probably stole him. They treated him kindly, and brought him up to their savage ways of life with their own children. They never told him anything about his parents. When a young man he left the tribe, which made no opposition. He readily acquired the customs of civilization, and apparently his early savage training left little impression on his mind and none on his habits in his later years. He turned his hand to many things to make a living, and finally came East and took up fishing as a means of livelihood.—"Kennebec Journal."

## February Magazines.

Eleanor Lewis' article on "The Last of the Valois," leads off the February "Cosmopolitan" with pleasant interest. The clever illustrator, B. West Clinedinst is represented by good work, and several full size pages are covered with copies of recent art works. George E. Waring, Jr., writes this month's paper on "Great Business Operations," which he devotes to "The Utilization of City Garbage."

Part I. of the late George du Maurier's articles on "Social Pictorial Satire," opens the February "Harper's." An important contribution is Henri Bouchot's "The Duc d'Aumale and the Conde Museum," with eight illustrations. There are short stories by Sarah B. Elliot, Marguerite Merington, and Mary Hartwell Catherwood, and poems by Aaron Mason, H. P. Spofford, M. E. Sangster, and Madison Cawciss.

Three articles in the February "North American Review" are timely contributions to national interests: America's Interests in China," by General James H. Wilson; "The Monetary Commission and its Work," by the Hon. Charles S. Fairchild, and "The Crisis of Civil Service Reform," by H. T. Newcomb. Edith Roberts makes "An Appeal to Womanhood," in some vigorous remarks upon the preservation of bird life. The librarian of the Kansas State Library gives an account of Lincoln's skill as a lawyer, which commemorates the return this month of Lincoln's birthday.

In the February "Scribner's" we find an impressive account by Avery D. Andrews of "The Police Control of a Great Election," with drawings from actual scenes of the recent election in Greater New York, by Clifford Carleton and other artists. History is treated in the second installment of Senator Lodge's "Story of the Revolution," and a description of the

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"Naval Campaign of 1776 on Lake Champlain." Mrs. Julia C. R. Dorr contributes a thoughtful poem called "The Comrades."

A little-touched field in current literature is that relating to the architect, his personal needs and means of growth. Russell Sturgis' contribution to the February "Atlantic" is, therefore, of distinct moment, and he presents in compact form his ideas upon "The True Education of the Architect." T. H. Savage's poem "In Dove Cottage Garden," will appeal to every lover of Wordsworth, and visitor to the Lake Country. Other writers in this number are Mrs. Wiggins, F. Hopkinson Smith, Gilbert Parker, and T. W. Higginson.

A handsome new cover printed in orange and olive announces the midwinter number of the "Century Magazine." The characteristic feature of this issue is the large quantity of short, entertaining articles upon unusual subjects. "The First and Last Writings of Washington," by S. M. Hamilton, are accompanied by two facsimiles. Two "Gallopers" are described by David Gray. "The Steerage of To-day," is a personal experience illustrated by Castaigne. "The Manuscript of Auld Lang Syne" will convey pleasure to all Burns' lovers. A promising young illustrator, F. D. Steele, is represented by a pen-and-ink drawing.

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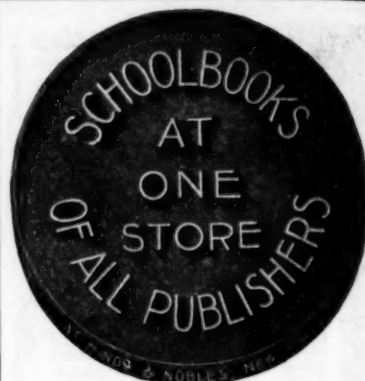
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